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ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: History. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is an aid to an independent history study with no formal class periods. Individual teacher guidance is provided. This study of Negro history is divided into three areas: local, state, and national. Local study covers 12 specific topics, state study covers 8 topics, and national covers 13. Each topic offers possible items for research. Further information is presented concerning bibliographic suggestions and general references. The studies include general orientation for all participants, selection of topics and instruction on research techniques, teacher guidance during research, report of individual progress, preparation of final research report, and presentation of report. Bibliographies for each study are included. This guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: No provision is made for objectives in this guide; this is covered during orientation by faculty. Activities are listed under each topic. INSTRUCTIONAL MATERIALS: Books, newspapers, historical materials, maps, census reports, and city directories are presented in the bibliography for student use. STUDENT ASSESSMENT: No provision is made in this guide. (MJM)

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City School District
Syracuse, New York

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RESOURCE UNITS

INDEPENDENT HISTORY STUDIES
MINORITY GROUPS
THE NEGRO

Curriculum Bulletin No. 4

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SP007378

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FOREWORD

The introduction of Independent History Studies within the social studies program is intended to expand the offerings available to pupils; to provide for independent work on the part of pupils with some supervision by key teachers, thus "opening the doors" for a wide variety of depth research and for more personal responsibility on the part of pupils for their own learning.

The nature of these studies should be such that the research results would be accepted and become approved published material for use within school curriculum; in local news media--newspapers, radio, television; as additional historical evidence for libraries, historical associations, junior historical organizations, etc.

The first segment of the Independent History Studies is devoted to the Negro, with the emphasis upon the Negro role in our local community and state, as part of the role of the Negro in American history. The historical evidence can be found in many places in our community. It needs to be searched-out so that the findings may be made known to the entire community--young and old alike. Each participating youngster will have had an educationally-sound experience while making a significant contribution to what is presently known about an important segment of our local population.

Other minority group studies remain to be developed in the near future. In addition, this type of independent study would seem to lend itself to use for other types of research, depth, and advanced studies.

This Independent History Studies is intended for pupils of ability who are interested in the area of study, and who can investigate a topic and complete an accepted research paper.

BASIC INFORMATION

Title - INDEPENDENT HISTORY STUDIES - Minority Groups

Length of Course - One semester - no formal class periods.
Individual teacher guidance to be provided.

Grade Level - 12th year

Credit - ½ unit

Outline of Study - Local

Prerequisites - Indications of interest in the pursuit of such a study, plus the ability to achieve a contribution to what is now known and available on the topics.

Evaluation - Research report

Effective Date - September 1, 1968

Course of Study - Local (State Regents credit applied for)

COURSE DESCRIPTION

This Independent History Studies will offer opportunity for individual depth research to interested and able pupils. The first offering of these Studies will concern itself with minority groups centered around the Negro. The Studies includes:

1. General orientation for all participants
2. Selection of topics and instruction on research techniques
3. Teacher guidance during research
4. Report of individual progress
5. Preparation of final Research Report
6. Presentation of Report

The pupil may select his topic from a suggested list, or he may initiate a topic with the approval of the faculty advisor.

PROCEDURES

Any 11th or 12th grade pupil may enroll in the Indepedent History Studies providing he (she) meets the qualifications of interest in the area of study and ability to carry out the required research and writing.

A social studies staff member will be selected in each senior high school to work with the individual pupils during the research and writing.

A general orientation meeting, for all pupils enrolled in Independent History Studies in the four high schools, will be held during the first full week of school in September (and possibly again in January for another group). The general orientation will include short presentations by some members of the Advisory Council, overviews of available materials in certain key sources, tips on use of primary and secondary source materials, outline of writing procedures. Recommendations for general background reading are included elsewhere in this outline.

In addition, copies of some primary source materials, directions for footnotes and bibliographies, instruction on interviewing, directions for preparation of written report, etc., will be distributed to each participating pupil.

It is intended that the reports of this research will be published, or duplicated, and made available for pupils and teachers, to the general community through news media of all kinds, and to be on file in libraries and historical associations.

TOPIC I LOCAL

EARLY NEGROES IN SYRACUSE

Possible Items for Research

Research into this topic will provide some interesting background for the study of our total population. Little is known at the present time. The questions below may serve as a guide, but a guide only, to the search for information. No one source will provide all the answers, but a persistent and objective search for information should provide leads for a more complete story.

A. Who were the first Negroes to come here?

1. Were they alone or part of a group?
2. What was the sex, age, and family background?
3. Were they single, married, heads of families?

B. Where did they come from?

1. Did they come from a great distance?
2. Did they walk, ride, or come by water?
3. Did they arrive here by accident or intent?

C. Why did they come?

1. Did they come in search of work?
2. Were they fugitives from slavery or the law?
3. Did they come to join someone they knew or had heard about?
4. Did they come for adventure, or by accident?

D. Where did they live while here?

1. Were there limits as to where they could live?
2. Were they able to own land and/or a house?
3. Did other Negroes tend to settle and live near them?
4. Why did they select this particular location?

E. Were there any special handicaps they faced?

1. Were they able to find a job?
2. Did they have any special skills or experience?
3. Were they readily accepted--socially, politically?
4. Was the acceptance a long process, or never completed?
5. Could they start a business?
6. Was burial ground readily available to them?

Possible Items for Research

F. What special contributions did they bring?

1. Did their special talents aid the community?
2. Was their cultural background--folk songs, music, dance, tales, customs--an addition to community life?
3. Did they organize protective associations for themselves and others--benevolent societies, burial insurance, etc.?
4. What were their recreational habits?
5. Did their religious background fit into the general community?
6. What provisions did they have to make for worship?

TOPIC II LOCAL

NEGRO POPULATION IN SYRACUSE

Possible Items for Research

This topic may be researched in several ways--as a study of today's population; a comparative study of several time periods to indicate movements of population; shifts in occupations, numbers in families, average age, educational levels, etc. Such statistics can then be portrayed graphically by maps and charts.

TOPIC III LOCAL

OCCUPATIONS AND LIVING AREAS OF NEGROES IN THE SYRACUSE AREA

Possible Items for Research

Study of federal and state census reports will provide the raw materials for this topic. What changes have taken place? What influences have such changes had on the community?

TOPIC IV LOCAL

EDUCATION IN SYRACUSE FOR THE NEGRO

Possible Items for Research

This research could delve into the early years and provide a description of Negro pupils as well as courses of study provided. It could also record the census tracts from which pupils come, the age groups and number, the length of years in school etc. This study might include the role of higher education in education of the Negro.

TOPIC V LOCAL

EARLY NEGRO CHURCHES

Possible Items for Research

Some background reading on Negro Churches should be done in order to properly place local Negro Churches into the proper perspective. Good references will be found in the Bibliography included in this outline. Local contacts and documents will furnish evidence. The research may be either a single church--with its leaders, purposes, achievements--or a history of the founding and the record of several churches. The questions below may help guide you in your search.

A. Who were the people who started this church(es) in Syracuse?

1. Were they members of this church before they came here?
2. Were they missionaries? Did they come here with this purpose?
3. How many were involved, who was the leader?

B. Why was the church started here?

1. Were there no other churches?
2. Was this church a national one at the time?
3. Was the establishment of this church an original idea of a local Negro?
4. Were Negroes free to join other churches in the local area?
5. What were the purposes listed in the organization of this church(es)?

C. Where was it located?

1. Was it located on purchased land?
2. What type of building was used?
3. What changes, or additions, were made to the existing building to make it a place of worship?
4. Why was this site chosen?
5. What other locations were also used?

D. Who served as minister(s), or leaders, of this church?

1. How were they chosen?
2. What was their training for the ministry?
3. How long did each serve and why did he leave?
4. What was the relationship between minister and the congregation?
5. Were they paid? How was the money secured?
6. Were these men accepted by the community?
7. What were some of their personal achievements?

Possible Items for Research

E. What were the basic religious beliefs of this church?

1. Did they follow those established by this Church in other places?
2. What changes did they make in them?
3. Was there a common book of prayer?
4. Was the Church approved and recognized as a church by government agencies?
5. What form of service was carried on?
6. Were there provisions for music? hymns?

F. What effect did this church have on the parishioners and the community?

1. Did the number of parishioners increase as the Negro population increased?
2. What was the relationship between this church and other Negro churches? Between this church and other local churches?
3. What was the major contribution of this church to the community?

TOPIC VI LOCAL

ROLE OF THE NEGRO CHURCH

Possible Items for Research

As in Topic V, background reading on Negro Churches is necessary before research can be started. This study can be made in several ways: (1) an all-encompassing one showing the increasingly important role in the community through the years; (2) a study of the role of Negro churches at certain time periods in history--before the Civil War, post Civil War, early 1900's, World War I, the depression, etc.; (3) the role of a particular church in the local community traced through the years. The questions below are merely guides to start your study.

A. What were the needs of the parishioners or the community served by the church(es)?

1. What were the major problems of parishioners?
2. What were some major community problems at this time? Why?

B. How did the church(es) work toward helping parishioners, or the community, solve problems?

1. Was it through special service, consultation, etc.?
2. Was it a vehicle for communication between the Negro community and local government?
3. What influence did it have? Were there results?

C. Did the church(es) act as spokesman for its people? Was it heard?

1. To what groups did it talk?
2. What effect did it have on the situation under consideration?

D. Did local newspapers and news media record the suggestions, requests, demands made by the church(es)?

1. Was the reporting objective?
2. Were their editorial comments favorable?

E. What were some of the outstanding achievements of the local Negro churches?

1. Did they make for improved circumstances for their parishioners?
2. Did they improve relationship between community churches?
3. Did they give status to the Negro church?
4. Were the achievements the work of a group or of an individual?
5. How were these achievements seen by the rest of the community?

Possible Items for Research

F. What methods were used successfully to secure the achievements?

1. Was the identification of the problem important?
2. How was pressure applied to secure the objective?
3. Was there planned cooperation between the Negro church and news media?
4. Was it achieved through joint action with other church and community groups?
5. Was it achieved through dramatic action?
6. Was force used in any form? By whom?

G. How did the Negro Church(es) change itself during the years?

1. How did it expand its influence?
2. Increase its membership?
3. Organize to serve its parishioners' religious needs better? Daily needs?
4. Increase the effectiveness of its leaders?
5. Win increased acceptance from the community?

TOPIC VII LOCAL

POPULATION STUDIES OF THE NEGRO - SYRACUSE AND METROPOLITAN AREA

Possible Items for Research

This topic, as stated, is a very broad one. There needs to be a selection in regard to this. Should it be a study indicating the growth of the Negro population through the years and the changes in living areas, occupations, ages, income, etc.? Should it be a detailed study based on the census and providing information, maps, charts, etc. for that census only? It might seem advisable to investigate one census material first, to become aware of all the matters included in such census, before making a choice. (Frank Wood, Jr.'s, "The Negro Employee in Syracuse," might help in making a selection.)

TOPIC VIII LOCAL

THE JERRY RESCUE (or other incidents)

Possible Items for Research

There is need for background reading on the time period of the incident. This should include: (1) specialized books (not textbooks) on the period in American history; (2) Negro history books on the period. Only after such orientation can your search be objective in nature. Local newspapers, either bound or on microfilm, at the Public Library will furnish leads which can be researched in more detail. Important will be the feeling of the community, expressed through individuals' writings, speeches, and actions; the editorial comments of local newspapers; the reaction of the churches; the reaction of local government and others; the final outcome of the incident and its contribution or effect.

TOPIC IX LOCAL

THE UNDERGROUND RAILROAD IN SYRACUSE

Possible Items for Research

Background reading, as in Topic VIII, is recommended. In addition, C. Robertson, Fire-Bell in the Night, may help you to "see" Syracuse as it was; Harriet Tubman's story will show the process; the writings of Syracuse's Samuel May, and others, will show the thinking and feelings of the people in this area. This research should also include studies of the reports in local newspapers (see Topic VIII).

TOPIC X LOCAL

SYRACUSE NEGROES OF TODAY

Possible Items for Research

Use of newspapers, interviews, records, biographies, etc. should provide much information. Census reports will include much statistical information. The following items may serve as a guide to your study.

A. The Negro population

1. Number
2. Age
3. Occupations
4. Living area
5. Income

B. Background

1. Origin--local? state? region?
2. Education level
3. Arrival in Syracuse

C. Occupations

1. Professional
2. Skilled
3. Semi-skilled
4. Unskilled
5. Other

D. Living areas

1. Inner city
2. Suburbia

E. Religion

1. Denominations
2. Negro churches

F. Leaders

1. In Negro community
2. In total community

Possible Items for Research

G. Organizations

1. Benevolent societies
2. Social-recreational
3. Other

H. Men of achievement

1. Positions of responsibility--church, government, business, education, labor, etc.
2. Athletics
3. Writers, poets, other
4. Lawyers, doctors, other professionals
5. Others

TOPIC XI LOCAL

LOCAL NEGRO WRITERS, SCIENTISTS, LEADERS

Possible Items for Research

This study could be a detailed one of an individual or of a number of individuals. The availability of information may determine the content of the final paper.

A. How did the early life of the writer, scientist, or leader lead to the accomplishment?

1. What was the family background?
2. What were the parental influences?
3. What was the educational preparation?
4. What early experiences contributed to the accomplishment?
5. Where did he (she) live and attend school?
6. What was the economic status of the family?

B. What was the nature of the writing or achievement?

1. What was the motivation for the writing or achievement?
2. How is it regarded in the eyes of the nation?
3. In what ways does this writing or achievement make a contribution?

TOPIC XII LOCAL

THE NEGRO ROLE AS PORTRAYED IN LOCAL NEWSPAPERS

Possible Items for Research

This topic is a broad one. A study of one or more time periods--in which already known events in local Negro history took place--would be preferred for depth research. The following questions might suggest some items to be investigated for one or more such time periods. Local papers are available on micro-film in the Public Library with some early editions in bound form. The New York Times is also on micro-film there, for certain years.

A. What were the local newspapers of the time?

1. Were they daily or weekly?
2. Who were the publishers, editors?
3. What was their format--number of columns, pages, news specialities, etc.?
4. Did they include photographs, editorials, birth and death notices, social events--weddings, etc.?
5. Did they include classified ads? What categories? What type of jobs were offered?

B. What type of items of Negro-connected news was published?

1. Were events concerning Negroes reported in the news? Church news?
2. Were engagements, weddings, death notices of Negroes reported? (check the names of families you know were here)
3. What were some of the other items you noticed in your study?

C. What was the policy in regard to Negro-connected news?

1. Was the editorial policy pro- or anti-Negro? (try to select a controversial incident--such as the Fugitive Slave Law, Jerry Rescue, etc.)
2. Were the news items objectively reported? (use a known item--such as the October, 1864 National Negro Convention--in your time periods. Compare also to the item as reported in the New York Times.)

TOPIC I STATE

EARLY NEGROES OF NEW YORK

Possible Items for Research

This research might follow the Local topic on the same subject. It would be statewide and include the Syracuse area as an integral part of the state. The History of Negro Slavery in New York by Edgar McManus, books on early New York colonial times, the Revolutionary period, and the like will furnish some background data. Federal and state census reports will provide statistics. Newspapers, either bound or on micro-film, may also be of some use.

TOPIC II STATE

THE NEGRO POPULATION

Possible Items for Research

Federal and state census reports will be primary sources as to number, status, age, size of families, occupation, place of residence, etc. Charts, graphs, and maps may help to put this information in visual form. Rate of growth of population may be reported for both the state and important sections of the state, as well as other pertinent findings.

TOPIC III STATE

NEGROES THROUGHOUT NEW YORK STATE HISTORY

Possible Items for Research

This research should concern itself with the major periods of State history, as indicated in various histories, and consider the Negroes as both a group and as individuals of achievement.

Negroes have played an important role in every defensive war of the United States, as well as those of the colonial and Revolutionary periods--what role did the Negroes of New York play? How did their participation in the Civil War compare with that of the majority group and other minority groups? in World War I, II, the Korean Conflict and Vietnam?

What important role did they play in our own westward movement, in transportation expansion, in science and invention, in political life, and during the period of heavy European immigration?

How did the Negroes of New York achieve increasing political and civil rights? What are the organizations and individuals important in civil rights here today? What was the role of free Negroes in New York's early history?

The Negroes are an important economic group in New York today. What has been the changing role in the labor force, in education, in the professions, in government, in finance?

TOPIC IV STATE

LEGISLATION AND THE NEGRO

Possible Items for Research

Background reading is recommended. Quarles, The Negro in the Making of America, and various books on New York State, will provide an overview of changes in political and civil rights throughout the years. Especially valuable will be the references given in McManus, A History of Negro Slavery in New York. The following questions may serve as a guide to some general items. The study, however, may go into depth concerning legislation on a particular topic, or the depth study of a specific bill or law. Search of original sources is encouraged. Both the Law Library in the Court House and Syracuse University's Law College Library may be sources for records of legislation. Include our local area, if possible.

A. What were the policies toward Negroes in colonial times?

1. Under the Dutch?
2. What changes were made under the British rule?
3. How did the Negroes gain during the Revolutionary War?
4. Which of these gains were made permanent under New York State's first Constitution and Legislature?

B. What provisions, or limitations, regarding Negroes was included in the Constitutions of New York State?

1. Which were included in New York's original Constitution?
2. What events, or circumstances, brought about changes in later Constitutions?
3. Who were the leaders in promoting such changes?
4. Were there sections of the state, or individuals, who opposed the changes?
5. What role did the newspapers play in legislation?

C. What bills, introduced and passed by the Legislature, became laws for the benefit of Negroes?

1. What did such bills provide?
2. Who introduced them, and why?
3. What wrong, or injustices, did they correct?
4. Which period of our state history records the least, or the greatest, legislative effort for aid to Negroes?
5. Which single law produced the greatest gains for Negroes? Why?

D. What has been the role of Negroes within the legislature of New York State?

1. How many Negroes have represented their districts in either house?
2. Which of these introduced legislation benefiting Negroes?
3. Who were the Negro leaders in State affairs?
4. How effective were, or are, such leaders?

TOPIC V STATE

SLAVERY IN NEW YORK STATE

Possible Items for Research

This topic has already been researched and recorded in The Journal of Negro History, and in A History of Negro Slavery in New York by Edgar J. McManus, as well as being included in many other books listed in the Bibliography.

It would be hoped that the two sources listed above would be used to identify original sources for depth study of particular topics, or sections, under the topic title--connecting these up with local area history and events. For example, the problem of fugitive slaves was connected with local people of note, such as Rev. Samuel May and Gerritt Smith, with Harriet Tubman who finally settled in nearby Auburn, as well as with the Seneca and Onondaga Indian tribes. McManus references, if investigated, might uncover information on the assimilation of Negroes into these tribes, for example.

Suggestion for possible avenues of inquiry:

A. Slavery under the Dutch

1. How were slaves procured?
2. What type work was assigned to them?
3. What were the chances for advancement and/or freedom?
4. Who were the principal slave owners?
5. Were slaves considered competition to other workers?

B. Slavery under British rule

1. Did it increase or decrease?
2. What changes developed in type of work, advancement, freedom?
3. Was slave trading outlawed?
4. Were there limitations on free Negroes?
5. Were other worker groups opposed to slavery?

*C. Slavery under the new state

1. What major changes took place after independence?
2. Was the demand for slave labor increased?
3. Did the type of work change?
4. What was the role of Negro slaves during the Revolutionary War in New York? In the Civil War?
5. What was the people's reaction during the Civil War?
6. What rewards were given slaves for military service?
7. What legislative moves were made toward granting freedom?
8. Who opposed freedom for slaves?
9. Were Negroe slaves permitted to earn money of their own?
10. What were the major differences on slavery between New York City and the rest of the state?
11. What difficulties were presented by the United States Constitutional amendments against slavery?

*Check local records on these to fit our local area into the state picture.

TOPIC VI STATE

ROLE OF THE FREE NEGRO IN NEW YORK

Possible Items for Research

Early federal and state census reports will provide some statistical information. General reference books should be scanned, specific books dealing with our state should be examined for leads to original sources. The over-all picture should be presented, followed by a depth presentation on individual free Negroes or on a particular phase of their contributions to the state and nation. Tie in with free Negroes in our own local area, if possible.

Suggestions for investigation:

A. Why did free Negroes come to/or develop in the state?

1. Did they possess certain skills that were needed?
2. Did they gain their freedom through purchase?

B. Were they limited as to where they could live or work?

1. Could they purchase and own real estate or other valuable possessions?
2. Did many of them live in the same geographical area?
3. Were they readily acceptable in the labor market or were they resented?
4. What type jobs did they hold?
5. Did some establish businesses of their own?
6. Was it possible for them to enter professions?

C. What contributions did free Negroes make toward abolition of slavery?

1. Did they own slaves themselves?
2. Were they united in any group for this purpose?
3. What effect did the individual and/or group efforts have toward the abolition of slavery?
4. Were these free Negroes resented by Negro slaves?

D. What were the civil, political, and social limitations on the free Negro?

1. Was he considered a citizen?
2. Was he eligible for protection by the law?
3. Could he vote for any office, in any election?
4. Could he hold any office in civil or governmental affairs?
5. Was he welcomed into established churches, other than Negro?
6. Wbre he and his family considered part of the social community or were they isolated?
7. Could he secure all necessary services--medical, burial, etc.?

TOPIC VII STATE

NEW YORK'S NEGROES IN THE CIVIL WAR

Possible Items for Research

An overview of their role nationally will be helpful before concentrated research for our state, and local community. Statistics are available; newspapers--both statewide and local--are on micro-film at the Public Library; various references will include important sources. Benjamin Quarles has several books on the topic in his "Selected Bibliography" in The Negro in the Making of America. Access to volumes of the Journal of Negro History would be helpful.

Suggestions as to possible study:

A. How and why were Negroes in our state involved in the Civil War?

1. Were they forced in--through slavery or other means?
2. Were there numerous volunteers?
3. Were special rewards, or other inducements, offered for their services?

B. In what ways were these Negroes an aid in the conduct of the War?

1. Were they given training, guns, and put into combat?
2. Were they used as laborers in construction, etc.?
3. Were they segregated from other soldiers?
4. Were there opportunities for advancement in rank?
5. Were they treated as equals in food rations, living quarters, etc.?
6. Were they commanded by Negro officers?
7. Did they serve as part of New York State companies?

C. What were the special contributions of New York's Negro soldiers?

1. In what battles--on land or sea--did New York's Negroes play an important role?
2. What was the death ratio during the war of New York's white and Negro soldiers?
3. Were individuals or groups cited for bravery in action?
4. What was the general attitude of the Negro soldiers, compared to others from New York?
5. What recognition did New York State, or the nation, give to the Negro soldiers?
6. What benefits did New York's Negro soldiers receive, other than those granted by the post-war United States' Constitutional amendments?
7. Who were the outstanding soldiers among the state's Negroes? Why?

TOPIC VIII STATE

NEGRO WRITERS, SCIENTISTS, LEADERS

Possible Items for Research

(see under LOCAL)

TOPIC I NATIONAL

THE NONSLAVE NEGRO (1800-1860)

Possible Items for Research

The Negro in the Making of America by Benjamin Quarles includes a chapter on this which will provide an excellent overview. This account, as well as others, offers many ideas for depth research--origin, North and South, individuals, rights and privileges, churches and organizations, special contributions to America, special projects, etc. This should also be tied in with local nonslave Negroes.

TOPIC II NATIONAL

THE COLONIAL AND REVOLUTIONARY WAR NEGRO

Possible Items for Research

This can be a study of both or of the detailed contributions of Negroes in one war. It will take time to search accounts for Negro participation. References in the Bibliography will contain many particular sources for investigation. The History of Negro Slavery in New York by Edgar McManus cites excellent resources. New York was a strategic area in both wars included in the topic. It would be hoped that special attention would be given to our state's Negroes as part of the national picture. (see Topic VII--STATE)

TOPIC III NATIONAL

THE NEGRO IN THE CIVIL WAR

Possible Items for Research

(see Topic VII--STATE--for suggestions)

TOPIC IV NATIONAL

NEW BIRTH OF FREEDOM (1860-1865)

Possible Items for Research

This topic includes many sub-topics, each of which could serve for extensive depth study, The Negro in the Making of America by Benjamin Quarles presents an overview in Chapter 5 as well as many additional resources.

Suggested sections might be as follows:

A. The Negro and national policy

1. The President's relationship with Negro leaders
2. Documents and writings reflecting attitudes of the government and governmental officials
3. The joint actions of the Congress
4. Important Congressional leaders--their speeches, writings, action
5. The leaders of the opposition--their speeches, writings, action

B. The War Years and the Negro

1. Negro versus Negro in the conflict
2. The economics of the war
3. War measures benefitting the Negro
4. The Negro and the desire for political rights (investigate the national Negro convention held in Syracuse in early October 1864)--statements, documents, speeches
5. Lincoln's Gettysburg Address--a hope for the Negro
6. The 1864 national political conventions and election

TOPIC V NATIONAL

DISAPPOINTMENTS (1865-1900)

Possible Items for Research

(see Topic IV--STATE)

TOPIC VI NATIONAL

THE NEGRO IN ORGANIZED LABOR

Possible Items for Research

Separate histories of labor unions may be found in many libraries. The Negro experienced difficulty in entering organized labor groups--national and local. This study might well start on the local scene with interviews on the acceptance of Negroes into local unions. Each union could provide its national policy and commitment. The New York State School of Industrial and Labor Relations at Cornell University has publications available on this, many of which may be found in the Industrial Room of the Public Library.

Suggested:

A. The Negro as a threat to other workers

1. Early reactions of workers to slave labor
2. Immigrants react to Negro competition
3. Threat of Southern Negroes moving to the industrial North
4. National labor union conventions and actions
5. The effect of the Great Depression on job opportunities for all
6. The role of women in the labor force--need for a "second-income"

B. The Negro acts on his own

1. Establishment of Negro labor organizations
2. Negro labor publications
3. The Knights of Labor--an entry for Negroes

C. Changes in labor union organization

1. President Franklin D. Roosevelt's attitude toward labor
2. Competition of the CIO--an industrial union--to the AF of L
3. Open membership offered by the CIO
4. Political influence of Negro labor in 1936 and 1940

D. Status today

TOPIC VII NATIONAL

THE NEGRO IN THE PRIVATE ENTERPRISE SYSTEM

Possible Items for Research

This topic is a broad one and could lend itself to depth research of an individual or individuals, a successful business venture, a time period, etc.

The following might provide some guidance:

A. The nonslave Negro in business

1. Use of special ability and skills
2. Initiative in business ventures
3. Cooperation and/or resistance
4. The Negro in farming, food services, others

B. Influence of Negro leaders

1. Booker T. Washington--a man of ideas
2. Negro business organizations
3. The Negro in trade, commerce, communication, insurance, and banking
4. George Washington Carver--he showed the way

C. Negro business activities today

1. In the South
2. In the North
3. In the Far West

TOPIC VIII NATIONAL

20TH CENTURY NEGRO HEROES

Possible Items for Research

Many, many sources can be utilized toward research on this topic. Depth research on any individual(s) should use as many original sources as possible.

TOPIC IX NATIONAL

THE NEGRO IN SCIENCE

Possible Items for Research

Some early Negro scientists are well-known while others have never been given the credit they deserve. Depth research should concern one or more of the latter--either in the past or living today. (see Topic XI--LOCAL)

TOPIC X NATIONAL

NEGRO NEWSPAPERS AND MAGAZINES

Possible Items for Research

This may be research on a number of newspapers or magazines. Or, it could be a depth study of one--with examination of issues and details regarding the owners, editors, etc. (see also LOCAL topic on newspapers)

TOPIC XI NATIONAL

CULTURAL CONTRIBUTIONS OF THE NEGRO

Possible Items for Research

This should be a well-documented paper. It could be concerned with one cultural contribution only, but it should be in depth.

TOPIC XII NATIONAL

ECONOMIC CONTRIBUTIONS OF THE AMERICAN NEGRO

Possible Items for Research

This is almost a summary topic, using findings from many sources. It could be approached from a time period in our history, from financial statistics, from labor force statistics. It could also be approached from a regional point of view.

TOPIC XIII NATIONAL

THE NEGRO IN PROFESSIONAL LIFE

Possible Items for Research

This research should concern itself with:

(1) identification of past and present Negroes in the professions of the community

(2) providing a background on these individuals somewhat similar to that of Topic XI "A"

BIBLIOGRAPHY

Research in Independent History Studies - Minority Groups (The Negro) should be concerned with original sources as much as possible. The listings in this Bibliography may be used to:

(1) provide general background on the topic

(2) to seek references to original sources

The list of topics, from which you may select your research project, covers many time periods and phases of concern. The following classifications may be helpful.

GENERAL REFERENCES

SOURCES

CENSUS REPORTS - ("Bibliography Bulletin #81" State Library gives lists of census records available in each county.)

Federal - every 10 years - 1790, 1800, etc. (in Public Library on micro-film from 1850 on)

State - every 10 years - 1855, 1865, etc. Before 1855 included in Legislative Journals of following year.

ATLASES - GAZATEERS

Burr Atlas of New York State 1829,1839 - contains statistics from 1825, 1835 state census and all county maps

Spafford's Gazateer of New York State 1824

Gordon's Gazateer of New York State 1836

and others

ALMANACS and HANDBOOKS

The Negro Almanac Bellwether Publishing Company, 1967

The Negro Handbook Johnson Publishing, 1966

PERIODICALS

Negro History Bulletin - Association for the Study of Negro Life and History - monthly except June - September

JOURNALS, LIBRARIES

Journal of Negro History - Washington, D. C., Associated Publishers - Bound, over 40 volumes--some available on micro-film

International Library of Negro Life, Association of Negro Life and History, Vol. I-V

Negro Heritage Library, Educational Heritage, Inc.

OTHER

The National Archives - Manuscript censuses available on micro-film through 1870--useful for number of people, occupations, etc.

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